

## 4. Cerebral DOMINANCE and conflict

**4.1 Personality style:** Motivation, management, communications, relationships - focused on yourself or others - are a lot more effective when you understand yourself, and the people you seek to motivate or manage or develop or help.

Understanding personality is also a key to unlocking elusive human qualities, for example leadership, motivation, and empathy, whether your purpose is self-development, helping others, or any other field relating to people and how we behave.

The personality theories that underpin personality tests and personality quizzes are surprisingly easy to understand at a basic level. This section seeks to explain many of these personality theories and ideas. This knowledge helps to develop self-awareness and also to help others to achieve greater self-awareness and development too.

Developing understanding of personality typology, personality traits, thinking styles and learning styles theories is also a very useful way to improve your knowledge of motivation and behaviour of self and others, in the workplace and beyond.

Understanding personality types is helpful for appreciating that while people are different, everyone has a value, and special strengths and qualities, and that everyone should be treated with care and respect. The relevance of love and spirituality - especially at work - is easier to see and explain when we understand that differences in people are usually personality-based. People very rarely set out to cause upset - they just behave differently because they are different.

Personality theory and tests are useful also for management, recruitment, selection, training and teaching, on which point see also the learning styles theories on other pages such as Kolb's learning styles, Gardner's Multiple Intelligences, and the VAK learning styles model.

Completing personality tests with no knowledge of the supporting theories can be a frustrating and misleading experience - especially if the results from personality testing are not properly explained, or worse still not given at all to the person being tested. Hopefully the explanations and theories below will help dispel much of the mystique surrounding modern personality testing.

There are many different personality and motivational models and theories, and each one offers a different perspective.

The more models you understand, the better your appreciation of motivation and behaviour.

High on the list of personality types or models are the **FOUR PERSONALITY TYPES AKA FOUR TEMPERMENTS: Four temperaments** is a proto-psychological theory that suggests that there are four fundamental personality types, **sanguine**(pleasure-seeking and sociable), **choleric** (ambitious and leader-like), **melancholic** (analytical and quiet), and **phlegmatic**(relaxed and peaceful). Most formulations include the possibility of mixtures of the types.

The Greek physician Hippocrates (460–370 BC) incorporated the four temperaments into his medical theories as part of the ancient medical concept of **humorism**, that four bodily fluids affect human personality traits and behaviors. Later discoveries in biochemistry have led modern medicine science to reject the theory of the four temperaments, although some personality type systems of varying scientific acceptance continue to use four or more categories of a similar nature.

Each of the four types of humors corresponded in ancient times to a different personality type. These were associated with a domination of various biological functions. Lievegoed suggested that the temperaments come to clearest manifestation in childhood, between approximately 6 and 14 years of age, after which they become subordinate (though still influential) factors in personality.<sup>[13]</sup>

### **Sanguine**

The sanguine temperament is traditionally associated with air. People with this temperament tend to be playful, lively, sociable, carefree, talkative, and pleasure-seeking. They may be warm-hearted and optimistic. They can make new friends easily, be imaginative and artistic, and often have many ideas. They can be flighty and changeable; thus sanguine personalities may struggle with following tasks all the way through and be chronically late or forgetful. Pedagogically, they can be best reached through awakening their love for a subject and admiration of people.

### **Choleric**

The choleric temperament is traditionally associated with fire. People with this temperament tend to be egocentric and extroverted. They may be excitable,

impulsive, and restless, with reserves of aggression, energy, and/or passion, and try to instill that in others.

They tend to be task-oriented people and are focused on getting a job done efficiently; their motto is usually "do it now." They can be ambitious, strong-willed and like to be in charge. They can show leadership, are good at planning, and are often practical and solution-oriented. They appreciate receiving respect and esteem for their work. Pedagogically, they can be best reached through mutual respect and appropriate challenges that recognize their capacities.

### **Melancholic**

The melancholic temperament is traditionally associated with the element of earth. People with this temperament may appear serious, introverted, cautious or even suspicious. They can become preoccupied with the tragedy and cruelty in the world and are susceptible to depression and moodiness. They may be focused and conscientious. They often prefer to do things themselves, both to meet their own standards and because they are not inherently sociable.

Pedagogically, they can be best met by awakening their sympathy for others and the suffering of the world.

### **Phlegmatic**

The phlegmatic temperament is traditionally associated with water. People with this temperament may be inward and private, thoughtful, reasonable, calm, patient, caring, and tolerant. They tend to have a rich inner life, seek a quiet, peaceful atmosphere, and be content with themselves. They tend to be steadfast, consistent in their habits, and thus steady and faithful friends.

Pedagogically, their interest is often awakened by experiencing others' interest in a subject. People of this temperament may appear somewhat ponderous or clumsy. Their speech tends to be slow or appear hesitant

**4.2 Identification of motivations (desires, needs, and values):** Motivation is the combination of desire, values, and beliefs that drives you to take action. These three motivating factors, and/or lack of them, are at the root of why people behave the way they do. Because you ultimately control your values, beliefs, and desires, you can influence your motivations. This means, if you consider something important and assign value to it, you are more likely to do the work it takes to attain the goal. When motivation originates from an internal source and is combined with a realistic goal and circumstance, the odds of a good outcome are greatly increased.

In order to get motivated and stay motivated, try the following: 1) identify your values, beliefs, and desires, 2) recognize your strengths and weaknesses and use this information to establish realistic goals, 3) understand the role of personal circumstance, and 4) realize that success is the merger of all three factors.

### **Values, Beliefs, and Desires**

To understand what motivates us you, you'll need to understand what is important to you. If you have never thought about this question, do it now. Consider issues such as family, relationships, learning/school, grades, work, aspirations, achievement, status, money, travel, social causes, social life, following a dream, etc. People's goals and desires grow from their values and beliefs. Once you have made your personal list, begin to think about how the items relate to one another. Are some issues more important to you than others? Are some more important in the short-term while others are more important in the long term? Are they linked in some critical way? These issues and relationships are always alive inside us. By becoming consciously aware of them, you can begin to modify, control and understand them.

Judging the quality and depth of your motivation is important, because it is directly related to your commitment. For example: often students find that they "want" a good academic outcome, but they can't seem to make it happen. Sometimes, this gap occurs when there is a clash between what they are striving for (a good academic outcome/degree) and what they would rather be doing (following a dream of singing in a country-western band). It's OK for values, beliefs, and desires to be in conflict, but it is important to recognize when they are and act appropriately on this information. In the example above, this student needs to both rethink and internalize the relationship of school and dream or she needs to change her circumstances. But without such a clarification her motivation will continue to lag and her performance will be less than it could be.

**4.3 Negotiation styles:** The most popular way to divide the typical negotiation styles or approaches are: Competing (or Aggressive), Collaborating (or Cooperative), Avoiding, Compromise, Accommodating (Conceding). Most negotiators have one or two preferred negotiation styles. Ideal is to be able to choose to apply the most appropriate negotiation style to each type of negotiation,

and to be able to switch negotiating style depending on who you are negotiating with and other important elements of your negotiation context.

Negotiation styles vary with the person, their beliefs and skills, as well as the general context in which they occur. Here are a number of different styles considered from different viewpoints.

### **Belief-based styles**

There is a common spectrum of negotiation that ranges from collaborative to competitive. The approach taken is generally based on beliefs about people and how selfish or generous they are.

- The Spectrum of Negotiation Styles: From concession to competition.
- Collaborative Negotiation: Negotiating for win-win.
- Competitive Negotiation: Negotiating for win-lose.
- Balanced Negotiation: Walking between collaborative and competitive negotiation.

### **The Spectrum of Negotiation Styles**

Although negotiation styles can be classified as competitive or collaborative, in practice there is a range of styles, based on the degree to which a person thinks first about them self or about the other person.

#### **Consideration for self**

Considering yourself in negotiation is natural and reasonable -- after all, the main point is to get something that you want. If you care little about the other person or the relationship, then you will prioritize your needs above those of others.

Excessive consideration for self leads to a Machiavellian approach, where the ends justifies the means. Overt aggression, intimidation and coercive deception are considered normal and necessary, and destroying the other person in some way may be a symbol of your victory over them.

#### **Consideration for others**

Consideration for others will depend on your values, which are often based on your beliefs about people. In particular, if you put yourself down (for example if you have low self-esteem) or you escalate the importance of others (or your relationship with them) too highly, then you will think considerably more about the other person and prioritize their needs well above your own.

Excessive consideration for others leads to relentless concession, where you create a lose-win situation with you as the loser. You may even lose elements of the relationship as giving away too much can just end up in you losing respect. Some people like being the victim, but it is no way to conduct a negotiation.

### **A middle way**

Between concession and competition lies balance, although in practice this may be more dynamic and variable than may be expected. What should be a highly collaborative negotiation may become a balanced negotiation, even with competitive elements. Shared values are commonly used, however, to protect the relationship and ensure fair play. At worst, some third person is called in to ensure a reasonable balance.

## **Collaborative Negotiation**

In collaborative negotiation (also called *constructive negotiation*), the approach is to treat the relationship as an important and valuable element.

### **Win-win**

The competitive approach to negotiation assumes a fixed pie, zero-sum, win-lose situation. In collaborative negotiation, it is assumed that the pie can be enlarged by finding things of value to both parties, thus creating a win-win situation where both parties can leave the table feeling that they have gained something of value.

### **Fair process**

As humans we have a deep need for fairness, and when this does not happen, *even if we emerge as winners* from a competitive negotiation, the result is not truly satisfying. The most comfortable result from a negotiation happens when our needs are met, including the need for fairness.

### **Joint problem-solving**

The collaborative approach to negotiation seeks to convert individual wants into a single problem and to bring both parties together to work on solving this problem. By converting individual positions and wants into separated problems, the people can be freed up from jealous and personal attachment to their requirements so they can then take a more objective and equitable position from which they can act in a more collaborative way.

### **Collaborative strategy**

Being collaborative does *not* mean being weak and giving in. On the contrary, a collaborative approach seeks to gain the best possible solution.

### **Transparency and trust**

Whilst you may not give away all of your information, deceptive practices need to be curtailed if trust is to be gained. A simple way of eliminating suspicion is to be open and transparent, giving information before it is requested.

### **When the other person is competitive**

The biggest dilemma occurs when the other person is acting competitively, and will try to take advantage of your collaborative approach (possibly seeing it as a weakness).

The approach with aggressive others is to be assertive and adult rather than fall into the fight-or-flight reaction, for example naming attempts at deception and showing your strength whilst offering an olive branch. A critical preparation for this is to have your fall-back alternative to a negotiated agreement ready, and to show that you are prepared to use it.

### **Competitive Negotiation**

In competitive negotiation, the approach is to treat the process as a competition that is to be won or lost.

#### **Zero sum**

The basic assumption of competitive negotiation is that it is a 'zero sum game'. That is, the people involved believe that there is a fixed amount to be gained which both people desire, and if one person gains then the other person loses. It is like arguing over a pie: if one person gets a piece of the pie then the other person does not.

#### **Win-lose**

The outcome of zero-sum negotiation is defined in terms of winners and losers. One person gets what they want and feels smug (or maybe a bit guilty), while the other person loses out and feels cheated or a failure.

#### **Substance only**

In competitive negotiation, the substance of what is being traded is the only real concern, and dealings are done in a hard and 'what I can get' way.

A way of thinking zero-sum is to translate everything into financial terms. Thus, for example, if you are buying or selling a car, you think first in terms of its resale value. The only perceived negotiable for many competitive negotiators is price.

### **Unimportant relationship**

In competitive negotiation, the relationship between the people is unimportant. They do not care about one another or what the other thinks about them. This typically occurs in one-off sales where 'caveat emptor' is a key rule.

To show concern for the other person is to show weakness that may be taken advantage of. This can lead to trickery where false concern is shown, and reactions where any show of concern is perceived as likely trickery (and can lead to attempts of two-faced double-dealing).

### **Competitive strategy**

Competitive strategies that seek substantial gains focus on hard exchange and may descend into deceptive double-dealing.

### **Hard exchange**

In a hard exchange, what is being exchanged is clear and above-board and both sides agree to the deal. There is no trickery or pressure and the players agree to the exchange, albeit with one person potentially more satisfied than the other.

The hard exchange is like a fair fight. Both players accept the rules and play cleanly (although perhaps based more on a respect for the rules than respect for the other person). This may be encouraged by potential punishment for double dealing, such as in the litigation that sellers may face.

### **Double dealing**

The alternative method of competitive negotiation is to throw the rulebook out of the window and resort to tricky approaches such as aggression and deception. Either party may tell lies and use verbal or even physical persuasive methods. We are all bound by internal values and the level of trickery or physicality used will vary along a spectrum. Although we may find this distasteful, we all know that it happens and many of us have been less than fully truthful in our negotiations.

## **Balanced Negotiation**

### **Summary of differences**



## **The way between**

Between competitive and collaborative negotiation is a narrow path where competitive elements highlight win-lose elements and where collaborative concerns temper any Machiavellian tendencies.

It is in this gray zone between black and white where many real-life negotiations tread, as the participants struggle between the need to achieve their more immediate substantive goals whilst also keeping within social norms and personal values.

It is within this middle way that social norms can vary greatly. In some global cultures, it is acceptable, or even expected, that negotiations are full of rude personal insults and outrageous lies, yet in other cultures, even a hint of rudeness would cause the negotiation to be immediately called off. In fact, the insulting and apparently highly competitive approach often works within strict social rules and, when the negotiation concludes, the parties can act as friendly acquaintances again.

When either side of the negotiation table comes from a different negotiation culture, then the results can be quite interesting. It can be entertaining, for example, to watch a polite (in their terms) Western person trying to barter in an Eastern market. Even within national cultures, different social positions can lead to very different styles.

The trick, then, is to first understand the other person's natural negotiating style and the degree of movement into gray areas that they will expect or accept. When you have identified the style boundaries in which they negotiate, then you can adapt your style to find an optimally effective solution.